DOCUMENT RESUME

ED 375 864 JC 940 500

TITLE	Building Communities by Assessing the Outcomes: AACJC/Kellogg Beacon College Initiative Minigrant. Final Report.
INSTITUTION	Massachusetts Bay Community Coll., Wellesley Hills.
SPONS AGENCY	American Association of Community and Junior Colleges, Washington, D.C.; Kellogg Foundation, Battle Creek, Mich.
PUB DATE	94
NOTE	25p.; An AACJC Beacon College project conducted in collaboration with Bunker Hill Community College, Cape Cod Community College, Mount Wachusett Community College, Northern Essex Community College, Quinsigammond Community College, and Springfield Technical Community College.
PUB TYPE	Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Achievement Tests; Community Colleges; Demonstration Programs; *Evaluation Criteria; Grants; *Institutional Evaluation; Screening Tests; *Student Evaluation; Student Placement; *Testing Programs; Two Year Colleges
IDENTIFIERS	Beacon College Projects; Massachusetts Bay Community College

ABSTRACT

In 1990, Massachusetts Bay Community College (MBCC) collaborated with six other Massachusetts colleges to assist them in using MBCC's assessment program as a model to supplement or replace their existing assessment strategies. At each associate college, campus coordinators were selected and assessment task forces were formed to identify assessment issues pertinent to their institutions. Serving as lead college, MBCC hosted community colleges from throughout the state for the American Association of Community Colleges Teleconference, "Institutional Effectiveness: Look at Student Outcomes and Assuring Institutional Success in Community, Technical and Junior Colleges," and developed a series of regional professional development workshops on teaching and learning, and assessment. Consistent with the mandate of the state regents, the assessment of reading, writing, mathematics, and language skills was evaluated, and, in every instance, current practices underwent extensive revision. Each associate college identified the need to automate tracking, and two colleges completely re-engineered their assessment process for incoming students based on the MBCC model. Assessment became a mandatory activity for all full- and part-time matriculating students. The assessment program was expanded to incorporate both entrance and exit components, and developmental coursework was identified and sequenced. Each of the participating colleges experienced considerable disruption between 1990 and 1993 because of the state's fiscal crisis and the subsequent reductions in financial support. Information on the critical success factors identified by the task forces at each of the six colleges is provided, along with budgetary data, and the project director's survey. (KP)

ED 375 864

FINAL REPORT

AACJC/KELLOGG BEACON COLLEGE INITIATIVE MINIGRANT

BUILDING COMMUNITIES BY ASSESSING THE OUTCOMES

Submitted by:

MASSACHUSETTS BAY COMMUNITY COLLEGE
Wellesley Hills, Massachusetts
Marjory A. Stewart, Executive Vice President
Beacon College Project Director

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
M. Stewart

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

JC 940 500

BEST COPY AVAILABLE

AACJC/KELLOGG BEACON COLLEGE PROJECT PARTICIPANTS
Fall, 1990

I. Project Title — THE UNDERGRADUATE EXPERIENCE: MASSACHUSETTS COMMUNITY COLLEGES BUILDING COMMUNITY BY ASSESSING THE OUTCOMES

II. Project Key Personnel

Massachusetts Bay Community College (MBCC)
Ms. Marjory A. Stewart, Dean for the Experimental College,
Beacon College Project Director
Ms. Amie M. Goodwin, Associate Director, Project Coordinator

Bunker Hill Community College (BHCC), Boston MA
Ms. Judith Sanford Harris, Assistant Dean of Academic Affairs, Project Contact

Cape Cod Community College (CCCC), Barnstable MA
Dr. Richard Nastri, Assistant Dean of Academic Affairs, Project Contact
Ms. Helen O'Conner, Faculty, Project Contact

Mount Wachusett Community College (MWCC), Gardner MA
Dr. Paul A. Susen, Dean for Academic Affairs, Project Contact

Northern Essex Community College (NECC), Haverhill MA
Mr. David Kelley, Director of Instructional Development, Project Contact

Quinsigammond Community College (QCC), Worcester MA
Mr. John Doon, Assistant Dean of Students, Project Contact

Springfield Technical Community College (STCC), Springfield MA
Dr. Georgena Van Strat, Director of Special Academic Projects, Project Contact

MBCC's Beacon College project assembled an eager and innovative group of six Associate Colleges, all of whom energetically discussed and argued issues of both academic outcomes and institutional effectiveness on their individual campuses. Beacon Project Coordinators at all Associate Colleges were enthusiastic in their reports of on campus activities and progress during the Project's initial period.

III. Purposes and Objectives of the Project

The purpose of this project was for Massachusetts Bay Community College, (designated as the *AACJC/Kellogg Beacon College)* to collaborate with six *Associate Colleges* in the Massachusetts community college system to assist them in using MBCC's assessment program as a model to supplement and/or replace their existing assessment strategies in order to meet individual campus goals. It was proposed that the project would enable the Associate Colleges to respond more concisely to both the Massachusetts Board of Regents assessment requirements as contained in the system-wide policies of THE UNDERGRADUATE EXPERIENCE[1] and the recommendations of the BUILDING COMMUNITIES report.

Upon termination of project funding, each of the six Associate Colleges were to be assigned to one or more of the remaining Massachusetts community colleges to work as partners in replicating the project activities. It was the intent of this activity to establish by 1994, within the entire fifteen-member Massachusetts community college system, assessment programs that are sensitive to each institution's needs yet comply with the Regents' mandate.

IV. Accomplishments

During Summer, 1990 Campus Coordinators were selected at each Associate College. Each campus established an Assessment Task Force of 10-20 participants, comprised of key academic administrators, student services staff and an interdisciplinary selection of faculty. The project was highlighted at state wide Presidents' and Chief Academic Officers' meetings to insure that participating campuses received the highest level of Administrative support.

In the Fall of 1990, Associate College, College Assessment Task Forces met to develop action plans based upon the preliminary goals identified at the Beacon College planning meetings. Using the recommendations outlined in the statewide academic planning document The Undergraduate Experience, and under the guidance of MBCC, the Associate Colleges' Assessment Task Forces each developed strategies to address outcomes assessment at their

[1] Massachusetts Board of Regents of Higher Education, June, 1989, Franklyn G. Jenifer, Chancellor.

institutions. The input collected through formal and informal Assessment Task Force member interactions with members of their own campus communities was incorporated within the individual college action plans. Associate College Coordinators were asked to identify key personnel on their campuses that would be essential to the success of the project. At campuses where there was no assessment specialist, MBCC provided release time to MBCC faculty to meet with representatives of the institutions identified. This approach helped to facilitate the overall process.

Serving as lead college, MBCC hosted community colleges from throughout the State for the AACC Teleconference "Institutional Effectiveness: Look at Student Outcomes and Assuring Institutional Success in Community, Technical and Junior Colleges." A tape of the teleconference was made available for loan to all participating Massachusetts community colleges. In addition, each Associate College selected from an extensive project-developed bibliography collection of preferred assessment information, materials for use by their faculty and staff. This on-campus mini-library served as a professional development resource as well as a reference source for project implementation.

A Competencies Integration Task Force (CIF) was established at MBCC to further develop assessment strategies and provide assistance to Associate Colleges as requested. The CIF was also charged with developing and administering a series of regional professional development workshops on teaching/learning and assessment. The highlight of this series continues to be an annual workshop on assessment held each Spring. Guest speakers from across the nation, i.e. Dr. K.Patricia Cross, Dr. Thomas Angelo, Dr. Patricia Hutchenson, and a team of faculty from Alverno College have been among the featured presenters. The purpose of these workshops is to share implementation strategies on assessment and outcome measurement and disseminate information. Faculty and administrative staff from MBCC and five of the Associate Colleges, as well as representatives from the other Massachusetts Community Colleges attended these day long workshops.

The Beacon College Project accomplished the development and implementation of mandatory student assessment at each of the participating institutions. In fact, with the dismantling of the Board of Regent's Central Office (the office that was to monitor the implementation of the Commonwealth's assessment mandate) the Kellogg/Beacon College Project became the catalyst for implementing the state-wide assessment initiative. The Beacon College Project was seen as an essential factor in the Associate College's ability to initiate a serious evaluation of current practices and implement effective campus-based strategies.

A key feature of the Project was that at three colleges, i.e. Massachusetts Bay, Quinsigimmond, and Northern Essex the project was able to generate a particularly high level of administrative and trustee interest. Quinsigammond established a faculty based Strategic Planning Committee to lead its program of college assessment. The College Trustee's accepted the report of this Committee and its recommendation of a methodology for a general assessment review project.

At Massachusetts Bay, the Board Chairman established a "Building Communities Committee," composed of Trustees, the President, administrators and other representatives of the College Community. The Committee developed several initiatives based upon recommendations from the College's CIF. Among these was a proposal for an additional graduation competency requirement in Civic Literacy, and the implementation of a community service requirement for all students. The College's ability to assess outcomes was a key feature of these proposals. The recommendations were accepted by the Trustees and implemented.

An Ad-Hoc Assessment Committee was established at Northern Essex to implement the project and integrate a continuous process of review/revision of assessment practices. These activities have contributed to the long term institutionalization at NECC of the Beacon College Project.

At each Associate College, Assessment Task Forces identified assessment issues pertinent to their institution and implemented comprehensive assessment models and implementation strategies. Associate Colleges that had been previously working on assessment issues were able to move significantly further in their implementation efforts. Budgetary constraints (see V. Special Challenges) experienced by all of the State's higher education system generally had a less severe impact on the Associate College assessment efforts than on other institutions in Massachusetts.

Consistent with the mandate of the Regent's Undergraduate Experience the assessment of reading, writing, mathematics, and language skills was evaluated. In every instance, current practices underwent extensive revision. Each Associate College identified the need to automate tracking in order that future studies could be facilitated. Two Associate Colleges, Northern Essex and Cape Cod completely re-engineered their assessment process for incoming students based upon the MBCC model. Assessment became a mandatory activity for all matriculating students full and part-time. The assessment program was expanded to incorporated both entrance and exit components. Developmental coursework was identified and sequenced following the guidelines of the Undergraduate Experience and the MBCC model.

In the area of part-time continuing education student assessment, NECC and CCCC followed the MBCC model and began a mandatory program. Guidelines were established that required all placement testing to have been completed by the time a student matriculated (9 credit hours) and prior to taking the first English/Writing or mathematics courses. These policies were accepted campus wide. Implementation has been difficult at both campuses since all tracking initially was done by hand. In the Fall of 1991, NECC instituted an automated tracking system. At CCCC, the College is implementing a Title III Academic Advising System that will assist in automating student assessment and academic placement. This system will also eliminate the need for manual tracking. Both institutions are on schedule with the State's Undergraduate Experience mandate.

At STCC, the taskforce encountered delays implementing their assessment activity because of the State's fiscal crisis. However, the Project Director at STCC reiterated that there is a genuine "buy in" throughout the campuses to the assessment program they have developed. STCC incorporated their assessment plan and activities into their institutional self study. During the site visit by the New England Association of Schools and Colleges, the institution was commended on the assessment model they had developed. The New England Association's comments helped to reinforce the work of the College's Assessment Task Force and eliminate much of the skepticism that may have existed.

Each of the participating campuses experienced considerable disruption between 1990-1993 due to the State's fiscal crisis and consequent reductions in financial support. Though none of the Associate College's involved have recovered from the fiscal downturn in Massachusetts, all are optimistic that they can continue the institutionalization of this activity.

V. Special Challenges

In January, 1991, the Massachusetts higher education system underwent the first of three crippling budget reductions. By the end of the period, State cuts to higher education had reached nearly 30%. A total reorganization took place at the State level, resulting in the resignation of the incumbent Chancellor, dissolution of the Board of Regents and the gubernatorial appointment of a newly legislated Higher Education Coordinating Council.

The Undergraduate Experience, as a guiding model, ceased to be implemented on a system-wide basis. Campuses were encouraged to continue discussions locally, but no system-level initiative guided the process. As a result, the philosophy and state governing organization upon which the Beacon College Project had been developed was dismantled.

Academic discussions of undergraduate education were temporarily postponed in favor of system-wide and campus-specific struggles for fiscal solvency and, in MBCC's case, survival. During the Spring of 1991, a proposal was developed by a participant in the newly elected Governor's campaign to close four community and two state colleges. MBCC

was on the list of institutions under consideration for elimination. As might be expected, all energies were focused during this critical period, almost exclusively, on maintaining the confidence of our students, faculty and community constituencies. The results were positive insofar as no campuses were closed. MBCC emerged stronger and more highly respected as the result of an independent consultant's report that praised MBCC's accomplishments. However, the upheaval had a negative impact on the colleges' Beacon College Project.

Financially, each college was severely affected by the State's deepening recession. The pay increases negotiated in a 1989 collective bargaining agreement were deferred indefinitely, finally being implemented in 1993. The results were that individual campus faculty voted to "work-to-contract". The immediate affect of this action was the cancellation of the planned two-day workshop on assessment and outcomes scheduled for the Spring of 1991, and cessation of all committee initiatives and activities requiring broad faculty participation and/or support. In addition, retrenchment and early-retirement initiatives took their respective tolls on faculty and administrators, particularly in the academic program areas (where the numbers of employees were largest).

Despite the difficulties that resulted from budget reductions and system reorganization, the Associate Colleges continued their discussions. This, in turn, eventually led to the incorporation of basic skills, writing, reading and mathematics assessment as major components of all the institutions' long range planning.

The system-wide effort, led by the Beacon College Project, has resulted in led to the implementation of assessment activities at all fifteen of the State's community colleges. Every college now requires mandatory assessment of at least students entering the day program. Nine of the colleges also require assessment of students in continuing education. Six of the colleges have implemented assessment exit programs modeled on the MBCC Beacon College initiative. It is estimated that over 35,000 students are being assessed among the Massachusetts community colleges as a result of this initiative. At the time the Beacon College Project was funded, fewer than 5,000 students were being assessed. While the

collapse of the Massachusetts economy between 1988-1993 curtailed several of the major initiatives planned, the basic proposal contained within the Beacon College Project has been successfully implemented.

VI Final Budget Report

A detailed printout of the Project budget is found at the end of this report. Year two Associate College Stipends were not issued, but have been encumbered for payment. At this point, due to the circumstances described in Section V, $14,319.64 has been uncommitted. This amount has been returned to AACC. In addition, the final 10% payment should be withheld.

Bunker Hill Community College

Contact: Ms. Judith Sanford-Harris, Asst. Dean of Academic Affairs

Project: Beacon College Project: Assessing Developmental Education Outcomes

Task Force:
Rudolph Bradbury, Professor, Electronic Technology
R. Ted Carlson, Professor, Mathematics and Physics
Douglas Clifford, Staff Associate, Continuing Education
Donald Connors, Professor, Computer Programming Technology
Clare Niven Blowers, Testing Assessment Specialist
Ann Marie Olson, Professor, Sciences
Theodore Ridout, Ed.D., Professor, Communication ESL and Coordinator, Developmental Education
Mary Riordan, Instructor, Nurse Education
Judith Sanford-Harris, Ph.D., Asst. Dean of Academic Affairs
Cheryl Senato, Instructor, Hotel/Restaurant/Culinary Arts
Kathleen Teehan, Director of Grants and Contracts
Janice Thomas, Director of Admissions

Critical Success Factors:

CSF #1: Determine students' compliance rate for mandatory placement into developmental courses.

CSF #2: Examine the implementation of the new grade point average policy.

CSF #3: Gather data regarding the retention rate of "post-developmental" students (students who have completed developmental courses at BHCC).

CSF #4: Compare the retention rate of "post-developmental" students with that of those students who did not require developmental courses on entry.

CSF #5: Examine the success rates of developmental students to determine whether certain populations (older, English as a Second Language, etc.) require specialized attention.

Summary: No final report received.

Cape Cod Community College

Contact: Mr. Rick Nastri

Project: Beacon College Project: Assessment of Basic Learning Experience

Task Force:

Critical Success Factors:

CSF #1: Conduct an in depth review of the Basic Skills Assessment Program administered to all students entering the College.

CSF #2: Define learning outcomes which the College expects the student to realistically achieve.

CSF #3: Develop and effective system which would enable the College to monitor and track students enrolled in Developmental Education courses.

CSF #4: Identify an objective means of determining whether the student has attained the necessary skills and competencies to continue in College-level courses.

CSF #5: Develop specific procedures for outcomes assessment that support the objectives and goals of the Academic Development Center.

Summary:

CSF #1: The Assessment Coordinator has developed an informative Assessment Brochure which is mailed to the students prior to their scheduling an appointment. It describes testing procedures, and gives the student a detailed account of the areas measured including skills within each area.
An "orientation program" and procedures manual have also been developed. Also as a result of the review process, only the assessment administrator uses the delineated cut-off scores to place students, while previously as many as 24 different advisors were deciphering the cut-off scores and consistency was an ongoing concern.

The Assessment Coordinator has also designed a tracking system which incorporates more than 80 fields from the student database including test scores, course enrollment, and final grade analysis. This information will be compiled and a report presented to the college community.

CSF #2-3: During the Fall, 1990, the Assessment Coordinator developed a tracking system to monitor/analyze tests scores, placement, enrollment, exit criteria and completion rates for students placed into developmental courses. This process will continue with semester reports produced for the Director of Developmental Education.

Working closely with the Asst. Director of the Computer Center, the Assessment Coordinator developed menus for inputting not only entering student test results but the answers to a 20 Personal Background Questionnaire pertinent to the placement and advising process.

The Director of Developmental Education developed exit criteria for the Developmental Reading courses. During the 91/92 Academic Year, the same process will be used to develop criteria for English courses. At this time, all students in the developmental mathematics courses complete a departmental final.

CSF #4-5: The Director of Developmental Education and the Assessment Coordinator have produced specific procedures for the assessment of outcomes. The exit criteria for the developmental reading courses have been described and included in the Course Syllabi since Spring 91. Faculty Members are provided with a record sheet on which they record their students CPT pre test results and the progress of Reading Power pre and post test results. Dates are arranged with the Assessment Center for post-testing the students using the CPTs. These results are recorded on the Record Sheet and returned to the faculty.

Results are analyzed and a report produced presenting descriptive and correlation results and analysis of enrollment completions. Cut-off scores are then looked at to ascertain if they are indeed valid.

Northern Essex Community College

Contact: Mr. David Kelley, Chairman

Project: Beacon College Project: MAPP - Mandatory Assessment and Planned Placement

Task Force:
Jean Dyer
Carol Wallace
Rose Arruda
Corinne Grise
Rick Lizotte
Gene Wintner
Paul Bamberger
Cathy Sanderson
Linda Murphy
Judy Tye
Pat Belmont
Flora McLaughlin
Norm Landry
Bob McDonald
Jim Ortiz
Joan Hagopian
Margaret Raney
Jim Brown
Peter Flynn

Critical Success Factors:

CSF #1: Achieve institutional consensus around the issues of mandatory assessment and placement.

CSF #2: Evaluate impact of the first year of mandated assessment and planned placement.

CSF #3: Submit a report to college governance structure containing a review of the first year implementation and the recommendations for change.

Summary:
Northern Essex Community College was able to develop a comprehensive "white paper" containing institutional guidelines and policies for the implementation of a campus wide mandatory assessment program for basic skills. This plan was approved through the institution's governance process and has been accepted by the President. Full implementation

of the plan has taken place and the program of mandatory assessment has been institutionalized.

The first year of implementation of the program was reviewed and assessed locally by members of the college community and the taskforce. Appropriate adjustments were made for follow-up program implementation.

Participants are pleased with the plan since this is the first time the entire campus community has looked at the issue of basic skills assessment. Concerns regarding the loss of students to other colleges was real. Faculty and administration collectively believed that if they implement mandatory testing/assessment that students would choose alternative state institutions or select one of the private two or four year campuses located in their area. This "real " concern did not materialize. Students in fact did not "vote with their feet."

NECC completely re-engineered their assessment process for incoming students. Assessment became a mandatory activity for all matriculating students. The assessment program was expanded to incorporated both entrance and exit components. Developmental coursework was identified and sequenced following the guidelines of the Undergraduate Experience. The reading, writing, mathematics, and language skills competencies were evaluated and each underwent extensive revision. The task of tracking was automated to facilitate future research and follow-up studies.

An Ad-Hoc Assessment committee established to implement the project was integrated into the campus All College Council as a permanent sub-committee. The purpose of this committee is to ensure institutionalization of the project.

Quinsigamond Community College

Contact: John A. Doon, Assistant Dean of Student Affairs

Project: Beacon College Project: Student Information Tracking System

Task Force:
Clifford S. Peterson, President, Chair
George S. Smith, Dean of Non-Traditional Studies
Beverly Ricci, Executive Assistant to President
Richard Baldwin, Associate Dean of Art, Science and Technology
Ann Carroll, Assistant Dean of Student Affairs
Jack Coleman, Assistant Dean of Academic Support Services
John Doon, Assistant Dean of Student Affairs
Tara Fitzgerald-Jenkins, Registrar
Keith Hensley, Assistant Dean of C.E.T.
Thomas Lerra, Assistant Dean of Business and Social Science
Barbara Macaulay, Associate Dean of C.L.L.
George O'Rourke, Associate Dean of Administrative Services
Larry Popple, Associate Dean of Administrative Services
Patrice Masterson, Director of Personnel
Judy Reilly, Chair, All-College Council
Luz Rubert-Lopez, Chapter President, MCCC/MTA

Critical Success Factors:

CSF #1: Develop and Institutional Assessment and Strategic Planning Committee structure that involves all segments of the College Community in integrating assessment and planning into a single, comprehensive project.

CSF #2: Develop a separate data base for student and alumni tracking from data currently residing in admissions, registrar, alumni and program files.

CSF #3: Develop the research methodology and instruments for assessment and analysis in terms of program outcomes of all students learning or completing programs in the last five years.

CSF #4: Develop the research methodology and instruments for assessment and analysis in terms of course outcomes of all active students each term on a program basis.

CSF #5: Develop the research methodology and instruments for assessment and analysis of community perception of the effectiveness of the College in fulfilling its mission.

CSF #6: Develop the research methodology and instruments for annual assessment and analysis of campus climate.

CSF #7: Develop a five-year plan for the implementation of each of the above outcomes.

Summary: Quinsigamond Community College established a Strategic Planning Committee to head up its program of college assessment. The Planning and Development Committee of the Board of Trustees accepted the recommendations of the Ad Hoc Strategic Planning Committee to review a methodology by which the college should proceed with the assessment study. Consistency with the Board of Regents of Higher Education mandate issued throughout the Undergraduate Experience and the New England Association of Schools and Colleges Accreditation standard on instructional effectiveness was a priority. The committee implemented an "issue" approach to collecting and analyzing the data pertinent to the assessment issue. Professional days were used as the forum for input and dissemination to the faculty not serving on the Committee.

An assessment and advising questionnaire was sent to three cohorts i.e. new student, "high-risk" students, and graduates. The data collected from this survey became the basis of a data base for future research efforts.

Twelve "issues" were identified as priorities for further investigation. Among those studies were:

*the reliability and effectiveness of placement testing.
*compliance with the requirement of the Undergraduate Experience.

A study of student performance in relationship to their scores on the College's placement tests was conducted. Recommendations for changes were issued through a "white paper" and forwarded to the faculty for approval.

Another component of this activity was a separate study conducted to identify the impact upon students that implementation of the Undergraduate Experience would have. Specifically at issue, was the role of mandatory assessment.

A number of priority goals were postponed due to limited fiscal and personnel resources. The College's intent is to fund the continuation of the project when resources become more readily available.

Mount Wachusett Community College

Contact: Dr. Paul A. Susen, Dean of Academic Affairs

Project: Beacon College Project: Promoting Institutional Excellence

Task Force:
Dr. Paul A. Susen, Academic Deean
Dr. Richard A. Shine, Division Chair
Kenneth Takvorian, Science, Technology & Health Division
Raymond Coleman, Social Sciences Division
Clement Trudeau, Humanities Division
Susan Budd, Library
Bonnie Guertin. Developmental Learning Division
Nola Sapienza, Physical Education & Recreation
Margaret Gillis, Business Division
Ann Schmidl, Student Personnel Services

Critical Success Factors:

CSF #1: Develop a computerized data base which provides longitudinal data on students' progress through college.

CSF #2: Interrelate the tracking system methodology with policies of the institution and accreditation standards.

CSF #3: Determine the attributes and characteristics which should be tracked for each student.

CSF #4: Relate the purpose of the project clearly to the institutional mission. College goals will be used as the umbrella to determine which measures are incorporated into the data base.

CSF #5: Increase the priority on institutional research at the College.

CSF #6: Involve the faculty throughout the entire process through the use of the Learning Outcomes Ad Hoc Subcommittee.

CSF #7: Incorporate the objectives of the Board of Regents' Undergraduate Experience.

CSF #8: Present the quantitative and qualitative results of the project to the President so that the decision-making process, especially in the areas of planning, budgeting, and hiring, can be positively impacted.

Summary: At Mount Wachusett Community College, the Beacon College Project was linked to the College's institutional self-study. As a result, it was able to achieve status as a high priority activity. Critical to the success of the project was the Presidents; support and involvement. Campus-wide discussions of "competency measures" was very threatening to faculty.

The attempted to use the critical fiscal crisis as an opportunity to demonstrate the importance of promoting institutional success. Identification of the major measures to be used to assess effectiveness was the first task of the Associate Colleges' taskforce. Once these factors were identified, they were prioritized based upon their direct relationship to the mission of the college.

Springfield Technical Community College

Contact: Georgena A. Van Strat, Ed.D., Director, Special Academic Projects

Project: Beacon College Project: Improvement of Academic Programs: Developmental Education

Task Force:
Georgena A. Van Strat, Ed. D., Director, Special Academic Projects
James A. McDonald, Professor of Mathematics
W. David Winsper, Chairperson, Developmental English
James F. Meehan, Professor of Biology
Robert Baraldi,Computer Information Systems/Data Processing
Maureen O'Brien, Assistant Professor of English
Deborah Heath-Carpenter, Counselor, General and Developmental Studies
Barbara Barrett, Academic Coordinator/Health Career Opportunity Programs
Shelby Hall-Gibbons, Career Counselor/Counseling Center
Judith Siciliano, Division Chair, General and Developmental Studies

Critical Success Factors:

CSF #1: Selection and adoption of standardized basic skills competency pre-testing instruments and policies for all incoming students.

CSF #2: Curriculum revision of math and English courses to ensure compatibility of course content by instructional level to skills levels identified in selected standardized testing instruments.

CSF #3: Augmentation of Computer-Assisted Instruction in pre-college math and English with multimedia approaches that increase concrete, visual teaching.

CSF #4: Development of faculty advisors in prescriptive scheduling of students into course levels that match the competency test results of each student.

CSF #5: Enhancement of selected developmental, pre-college courses in Technology, Business, and Health programs with multimedia instruction to better accommodate the learning styles of non-traditional learners.

CSF #6: Improvement of teaching methods in basic Biology and basic Science by the integration and multimedia teaching applications with traditional lecture and laboratory methods.

Summary:

CSF #1: Two pilot projects were completed. These projects field tested the College Board's Computerized placement tests in mathematics, English writing and reading. Correlations with similar tests were conducted, score comparisons analyzed, and cut scores determined. A final report of pilot project findings was written. Assessment initiatives currently underway include the computerization of the College's in-house placement examinations, inclusion of student demographic and background information at point of placement, and a review and recommendation of reading placement, diagnostic and exit instruments.

CSF #2: An academic tracking system designed to capture student success was developed. Unfortunately, the College's Computer Center was critically understaffed and could not provide the Task Force with all required data. Budget constraints have adversely affected Springfield Technical Community College's ability to provide adequate staffing resources to support the College's data needs. It is anticipated the curriculum revision portion of the assessment initiative will take longer to complete as a result of these constraints.

CSF #3,5,6: New pre-college level courses were developed in Business, Accounting, Chemistry, ESL, Technologies, and Reading. Course re-design to enhance existing pre-college level courses was undertaken in ESL, Biology, General Studies, and Allied Health.

CSF #4: Prescriptive scheduling occurs for all day students in English writing and mathematics. Beginning with Spring 1992, newly admitted first-time students were tested in reading in addition to mathematics and English writing. A severe constraint is the College's ability to decrease class sizes in developmental and introductory level courses due to the Commonwealth's budgetary problems. In addition, in order to meet assessed student needs in all developmental areas requires the retraining of existing faculty, in-service staff development, and the hiring of additional faculty. Due to the College's severe financial crisis, Springfield Technical Community College is unable to meet <u>all</u> student's needs in these critical development areas.

9/8/94

BEACON COLLEGE GRANT

DATE	DESCRIPTION	AMOUNT
5/31/90	GRANT RECEIPT	$13,478.00
1/29/91	GRANT RECEIPT	$9,010.00
8/20/91	GRANT RECEIPT	$9,016.00
1/28/92	GRANT RECEIPT	$9,016.00
8/11/94	GRANT RETURN #35019	($14,258.00)
	TOTAL RECEIPTS	$26,262.00
	EXPENDITURES DETAILED BELOW:	$26,262.00
	CURRENT GRANT BALANCE	$0.00

DATE	VENDOR	EXPENDED
8/21/90	BUNKER HILL COMMUNITY COLLEGE	$ 1,750.00
8/21/90	CAPE COD COMMUNITY COLLEGE	$ 1,750.00
8/21/90	MT WACHUSETTS COMMUNITY COLLEGE	$ 1,750.00
8/21/90	NORTHERN ESSEX COMMUNITY COLLEGE	$ 1,750.00
8/21/90	QUINSIGAMOND COMMUNITY COLLEGE	$ 1,750.00
8/21/90	SPRINGFIELD TECHNICAL COMMUNITY COLL	$ 1,750.00
1/11/91	A.A.C.J.C. CONVENTION	$ 18.50
1/08/91	DEPT PL AMER ASSOC FOR HIGHER ED	$ 75.00
1/14/91	A.A.C.J.C. CONVENTION	$ 26.50
1/24/91	UNIVERSITY MICROFILM	$ 58.50
2/09/91	JOSSEY-BASS INC. PUBLISHERS	$ 430.04
1/09/91	A.A.C.J.C. PUBLICATION	$ 274.90
1/16/91	A.C.T. NATIONAL CENTER	$ 45.00
1/30/91	JOHN WILEY & SONS	$ 218.08
2/28/91	COLLEGE BOARD PUBLICATIONS	$ 13.80
3/08/91	JOSSEY-BASS INC. PUBLISHERS	$ 4,040.86
1/14/91	ALVERNO INSTITUTE	$ 20.00
8/11/94	BUNKER HILL COMMUNITY COLLEGE	$ 1,750.00
8/11/94	CAPE COD COMMUNITY COLLEGE	$ 1,750.00
8/11/94	MT WACHUSETTS COMMUNITY COLLEGE	$ 1,750.00
8/11/94	NORTHERN ESSEX COMMUNITY COLLEGE	$ 1,750.00
8/11/94	QUINSIGAMOND COMMUNITY COLLEGE	$ 1,750.00
8/11/94	SPRINGFIELD TECHNICAL COMMUNITY COLL	$ 1,750.00
8/11/94	YERANDA COMMUN. INC.	$ 40.82

BEACON COLLEGE PROJECT DIRECTOR SURVEY
Class of 1992

The following information will help us in our reporting to the Kellogg Foundation about the outcomes to date of our overall Beacon College Project. Your help is greatly appreciated.

INSTITUTION Massachusetts Bay Community College

NAME Marjory Stewart, Executive Vice President

1. Brief (2-5 words) description of the "community" specifically targeted by your project (e.g., at-risk fifth graders; state community college system):

   Massachusetts Bay Community College System

2. Most significant outcome(s) of your Beacon project:

   Mandatory intake/exit assessment of basic skills.

3. Unanticipated spin-off(s) from your Beacon College project:

   *Extensive curriculum development in Developmental Coursework.
   *Board of Trustee interest/participation.

4. Are your Beacon project activities continuing beyond the grant period?
   X yes ____ no

   a. Approximate amount of funding, if known NA

   b. Source(s) of funds:

5. Overall assessment of the effectiveness of this grant to adapt, implement, or replicate your "beacon" idea:

   1 ____ 2 ____ (3) ____ 4 ____ 5
   ineffective highly effective

6. Audience served (check all that apply):
   ____ children - preschool
   ____ children - elementary
   ____ youth - middle schools
   ____ youth - high schools
   X college students
   X college faculty
   X college administrators
   ____ adults - employed workers (not college)
   ____ adults - unemployed workers
   ____ community at large
   ____ other - please identify: _____

BEST COPY AVAILABLE

7. Approximate number served or affected: Individuals 25,000 students annually
   Institutions 6

8. Approximate amount of funds leveraged by the grant: $ NA

9. Would your institution have initiated Associate College-type activities without the Beacon grant?
   ___ yes __X__ no

10. Assessment of Associate College approach:

   a. Approximate number of meetings with the Beacon and all Associate Colleges as a group during the 2-year grant period:
      face-to-face 6
      via telecommunications 10

   b. Average number of personal contacts between Beacon and an individual Associate College:
      3

   c. Was the number of Associate Colleges in your Beacon consortium appropriate?
      X yes ___ no

      If not, what were the drawbacks or limitations?

      Implementation to address 15 campuses was not achieved.

   d. If an Associate College dropped out, what was the reason?

      X insufficient commitment by institution
      X insufficient commitment by AC project coordinator
      X key staff left
      X financial problems
      ___ geographic distance
      ___ other (_____)

   e. What was your best communication mechanism for maintaining Associate College enthusiasm or effectiveness?

      Face to face meetings.

   f. Overall assessment of the Associate College performance:

      1 2 (3) 4 5
      ineffective highly effective

   g. What would you do differently to enhance the Associate College performance?

11. List final Beacon College project products (publications, videotapes, etc.) -- include 1-2 sentence description, availability, and cost information.

TITLE	DESCRIPTON	AVAILABILITY	COST
Resource Libraries at each campus			
Recruitment publications			
Staff development publications			

12. List Associate College products (publications, videotapes, etc.), if known:

TITLE	DESCRIPTON	AVAILABILITY	COST
Resource Libraries			

13. List of Partners or affiliated colleges not listed in Beacon College Project Directory:

14. Other comments: